



The Child Outcomes Summary Form (COSF)





Why Is the Child Outcomes Summary Form Needed?

- No assessment instrument assesses the three outcomes directly
- Different programs will be using different assessment instruments, and outcome data will need to be aggregated across programs





Features of the Child Outcomes Summary Form

- It is ***not*** an assessment tool
- It uses information from assessment tools and observations to get a ***global*** sense of how the child is doing at one point in time



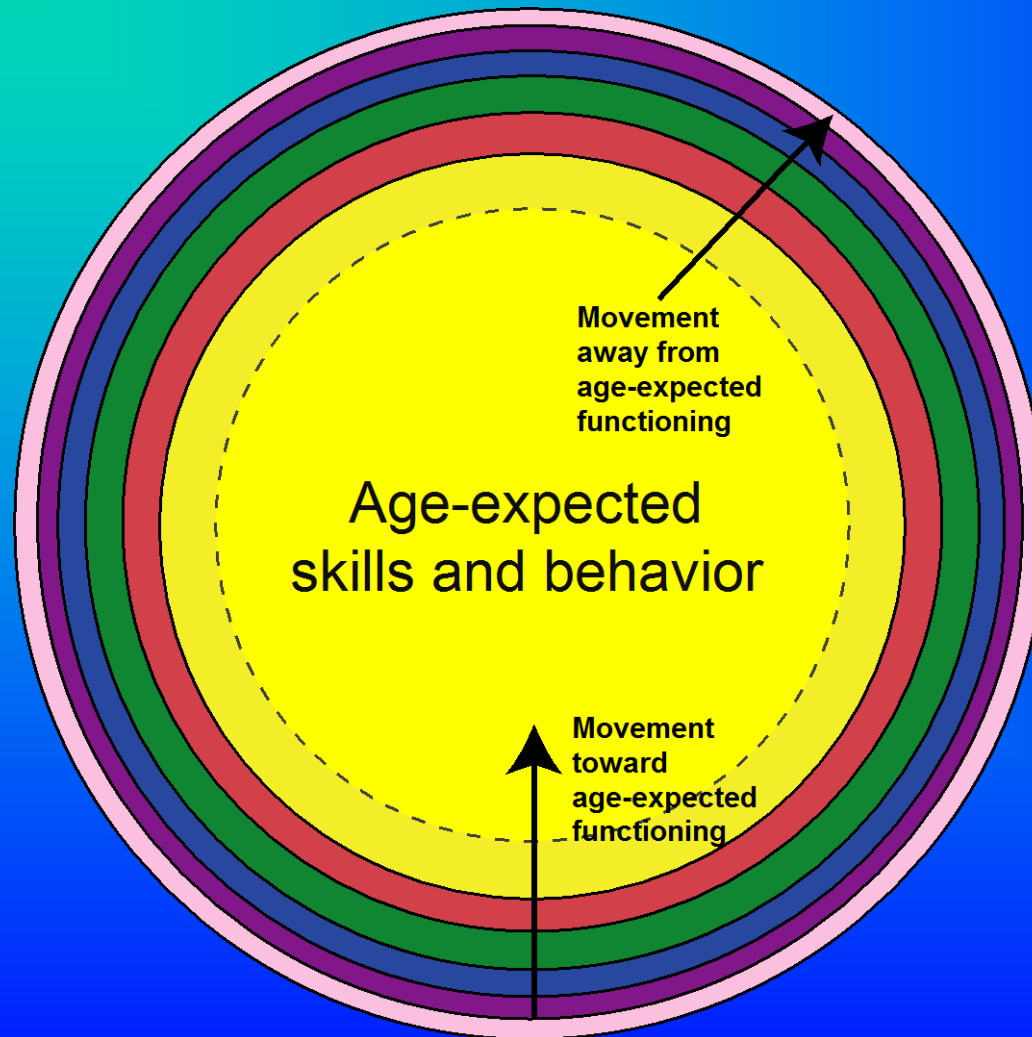


Features of the Child Outcomes Summary Form

- 7-point rating scale
- Rating is based on the child's functioning:
 - What the child does across settings and situations
 - Compared with what is expected given the child's age



Thinking About the Achievement of Each Child Outcome





Key Points

- Assumption: Children can be described with regard to how close they are to age-expected functioning for each of the three outcomes
- By definition, most children in the general population demonstrate the outcome in an age-expected way
- Over time, some children will move farther away from age-expected functioning (skills at older ages are more demanding)
- By providing services and supports, programs are trying to move children closer to age-expected functioning
- Some children will never achieve this





Essential Knowledge for Completing the COSF

Between them, team members must:

1. Know about the child's functioning across settings and situations
2. Understand age-expected child development
3. Understand the content of the three child outcomes
4. Know how to use the rating scale
5. Understand age expectations for child functioning within the child's culture





The Form

- Cover page + three outcome pages
- On each outcome page:
 - Two questions per outcome
 - Space to document the basis for the rating



Child Outcomes Summary Form

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	1 →	Describe progress:
No	2	

Draft under development by the Early Childhood Outcomes Center (ECO) - revised: 4/20/06

2



The Two COSF Questions

- a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Rating: 1-7)
- b. Has the child shown any new skills or behaviors related to [this outcome] since the last outcomes summary? (Yes-No)





Summary Ratings (1-7)

- Provide an overall sense of the child's current functioning in three areas
- Reduce rich information from assessment and observation into ratings to allow a summary of progress across children
- Do not provide information for planning for the individual child. Information at the rich, detailed level will be more helpful for intervention planning purposes





Summary Ratings Reflect Global Functioning

- Ratings on each outcome are a snapshot of:
 - The whole child
 - Status of the child's current functioning
 - Functioning across settings and situations
- Rather than:
 - Skill by skill
 - In one standardized way
 - Split by domains





Using Information from Assessment Tools

- The ECO Center has “crosswalked” assessment tools to the outcomes
- Crosswalks show which sections of assessment tools are related to each outcome
- Having many items does not necessarily mean the assessment captures functioning across settings



Batelle Developmental Inventory—Second Edition (BDI-2)
Crosswalk with Child Outcomes

Note: Because the BDI-2 is a norm-referenced, standardized assessment, the sub-scale scores are the smallest unit of information that can be used to reach conclusions about the extent to which a child is demonstrating each of the functional outcomes. This table shows how the 5 sub-scales map to the three outcomes. Under each sub-scale, the X indicates the outcome area to which the sub-scale score contributes information. The item information under the X provides the rationale for why the sub-scale was classified as providing information for that outcome.

	Outcome 1 Positive social relationships	Outcome 2 Acquire and use skills and knowledge	Outcome 3 Takes action to meet needs
Subscale: PERSONAL-SOCIAL	X		X
Personal-Social: Adult Interaction	<ul style="list-style-type: none"> AI1-30 (looks at, responds to adults, initiates social contact) 		
Personal-Social: Peer Interaction	<ul style="list-style-type: none"> PI1-25 (responds to, plays with other children, shares properly, plays cooperatively) 		
Personal-Social: Self-Concept and Social Role	<ul style="list-style-type: none"> SR1-45 (precursors to self awareness and self awareness, describes own feelings) 		<ul style="list-style-type: none"> SR1-45 (precursors to self awareness and self awareness, asserts himself, copes independently)
Subscale: COMMUNICATION	X	X	X
Communication: Receptive	<ul style="list-style-type: none"> RC5-8; 27 (responds to person, converses) 	<ul style="list-style-type: none"> RC1-4; 5-9 (precursors to understanding language RC9-26 (associates words with objects, actions; recalls events from a story) RC28-40 (understands grammar, identifies sounds in words) 	

Note: This is a preliminary draft developed by the Early childhood Outcomes Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to <staff@the-eco-center.org>.

1



Crosswalk

The High/Scope Preschool Child Observation Record (2003): Crosswalk to Child Outcomes

Outcome 1: Positive social relationships	Outcome 2: Knowledge and skills	Outcome 3: Action to meet needs
<p>I. <u>Initiative</u> C. Initiating play [social context of play]</p> <p>II. <u>Social Relations</u> E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>V. <u>Language & Literacy</u> Q. Listening to and understanding speech</p>	<p>III. <u>Creative Representation</u> I. Making and building models J. Drawing and painting pictures K. Pretending</p> <p>V. <u>Language & Literacy</u> R. Using vocabulary S. Using complex patterns of speech T. Showing awareness of sounds in words U. Demonstrating knowledge about books V. Using letter names and sounds W. Reading X. Writing</p> <p>VI. <u>Mathematics & Science</u> Y. Sorting objects Z. Identifying patterns AA. Comparing properties BB. Counting CC. Identifying position and direction DD. Identifying sequence, change, and causality EE. Identifying materials and properties FF. Identifying natural and living things</p>	<p>I. <u>Initiative</u> A. Making choices and plans B. Solving problems with materials D. Taking care of personal needs</p>

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

- IV. Movement & Music:
 L. Moving in various ways
 M. Moving with objects
 N. Feeling and expressing steady beat
 O. Moving to music
 P. Singing

A Domain Score on an Assessment Tool Does *Not* Necessarily Translate Directly Into an Outcome Rating

Ratings require:

- Looking at functional behaviors
- Collecting and synthesizing input from many sources familiar with the child in many different settings and situations





Summary Ratings Are Based on...

Types of Information

- Curriculum-based assessments (e.g., HELP)
- Norm-referenced assessments (e.g., BDI-2)
- Developmental screenings (e.g., Ages & Stages)
- Observation and report

Sources of Information

- Parents and family members
- Service providers
- Therapists
- Physicians
- Child care providers
- Teachers
- People familiar with the child in all of the settings and situations that he/she is in



The Basis for the Ratings

- Scale runs from 1-7 with a 6 or 7 indicating age appropriate functioning
- Lower numbers indicate distance from age appropriate functioning





7 – Completely

- The child shows behaviors and skills expected in ***all*** or ***almost all*** everyday situations that are part of the child's life
 - Home, store, park, child care, with strangers, etc.
- The child's functioning is considered ***appropriate*** for his/her age
- No one has significant concerns about the child's functioning in this outcome area





6 – Between Completely and Somewhat

The child's functioning generally is considered ***appropriate*** for his or her age, but there are ***some significant concerns*** about the child's functioning in this outcome area





5 – Somewhat

- The child shows functioning expected for his/her age ***some of the time and/or in some situations***
- The child's functioning is a mix of age-appropriate and not appropriate functioning
- The child's functioning might be described as like that of a ***slightly younger child***





4 – Between a 5 and a 3

- Child shows some age appropriate functioning some of the time or in some situations or settings but most of the child's functioning would be described as not yet age appropriate
- The child's functioning might be described as like that of a ***younger child***





3 – Emerging

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's behaviors and skills include ***immediate foundational skills*** on which to build age-appropriate functioning
- The child's functioning might be described as like that of a ***younger child***





2 – Between 3 and 1

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's behaviors and skills does have some the ***immediate foundational skills*** on which to build age-appropriate functioning but these are not displayed very often
- The child's functioning might be described as like that of a ***younger or even much younger child***





1 – Not Yet

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's skills and behaviors also ***do not yet include any immediate foundational skills*** on which to build age-appropriate functioning
- The child's functioning might be described as like that of a ***much younger child***
- Children with 1 ratings still have skills, just not yet at an immediate foundational level





What are immediate foundational skills?

- Foundational skills are....
 - Skills and behaviors that occur earlier in development and serve as the foundation for later skill development
 - Teachers and interventionists often use foundational skills to help children move to the next level developmentally
- *Immediate* foundational skills are...
 - Skills that are conceptually linked to later skills and immediately precede the later skills developmentally
 - Example: Children play alongside one another before they interact in play





“Concerns” That Distinguish Ratings of 7 vs. 6

- All children have strengths and weaknesses. Families and providers identify areas to work on to support ongoing growth (some call these “concerns”)
- What types of concerns would result in a rating of 6?





“Concerns” That Distinguish Ratings of 7 vs. 6

- Concerns raised for which families and providers may want to offer extra support and strategies to promote development, but the area of concern is not a possible indicator or precursor of a significant developmental problem (7)

vs.

- Developmental concerns—weaknesses significant enough to watch closely and definitely support. Although age expected now, the child’s development borders on not keeping pace with age-expected levels or shows early signs of possible developmental problems (6)

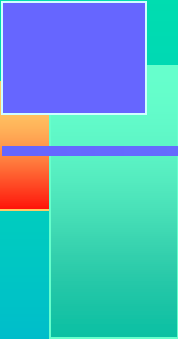




Where to Focus in Deciding the Rating

- Focus on the child's overall functioning across settings and situations
- Functioning that is displayed rarely and/or when the child is provided with a lot of unusual support or prompts is of little significance for the rating





The Process for Answering Questions 1a, 2a, 3a

For each outcome...

1. Discuss the child's current functioning in this outcome area across settings and situations
2. Identify areas where the child's functioning is age appropriate
3. If not all functioning is age appropriate, identify areas where the child's functioning reflects immediate foundational skills
4. Decide which rating best describes the child's current functioning





Practice Example with the Child Outcomes Summary Form





Special Considerations

- Children with no concerns related to that outcome
- Correcting for prematurity
- Ratings for very young children
- Children who have only articulation problems
- Can a child have all 7's? (AKA, why are we serving this child?)
- Assistive technology





Always Provide Ratings for All Three Outcomes

- Ratings on all three outcomes should be reported for **every** child enrolled
- Ratings are needed in **all** areas even if:
 - No one has concerns about a child's development.
 - A child has delays in one or two outcome areas, but not in all three outcome areas





Correcting for Prematurity

- The purpose of the rating is to document current functioning
- The ECO Center recommends ***not correcting*** for prematurity
- At a later age, the child's functioning may show a higher rating, reflecting that the child has now caught up with age expectations





Ratings for Very Young Children

- It is very difficult to identify 7 points of difference for a 4 week old
- Possible solutions:
 - Use a limited number of points (1,3, and 7)
 - Don't use the rating scale with children younger than a certain age, e.g., 4 months.





Children Who Have Only Speech Articulation Problems

- Discussion needs to examine whether and how articulation difficulties are affecting the child's functioning with regard to each of the three outcomes
- Examples:
 - Will anyone play with him/her?
 - Can others understand him/her on the playground?
 - How does he/she convey critical needs (e.g., safety needs)?
- Depending on the child, discussion could yield ratings of 5, 6, 7 in any of the three areas
 - Ex. Outcome 3: 6 vs. 7 because of potential impact for safety





Assistive Technology and Accommodations

Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's day-to-day settings





Implications of Considering Available Assistive Technology in Ratings

- Children who could benefit from assistive technology but don't have it will get lower ratings
- These lower ratings do not reflect a child's inability as much as the fact that the child does not have the necessary equipment/services
- Over time, the change in ratings tells us how much actual difference the program makes for this child
- It may tell us that we could do more for some children





Including Parents in the Discussion

- Parent input about the child's functioning is critical
 - Family members see the child in situations that professionals do not
 - Need to ask family members about what the child does at home
- The team will need a way to learn what family members know about the child
- There is no expectation that parents will be able to determine whether what they are seeing is age appropriate

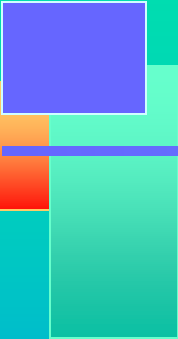




Explaining the Rating to Parents

- If parents are included in deciding on a rating, professionals will need to be able to explain this process to parents
- Even if parents are not included in deciding on a rating, professionals will need to be able to explain why the rating is being done and what it means
- The ECO Center is developing materials to help with this discussion





What If a Team Cannot Reach Consensus?

- Team disagreement is a common concern, but this doesn't happen often
- Structure the discussion to minimize the likelihood of reaching an impasse
- Adopt a policy/procedure for dealing with these situations





Minimizing the Likelihood of Reaching an Impasse

- Focus most of the discussion on the child's skills related to the outcome; don't go to selecting a rating number too quickly
- Discuss the rationales for the differing ratings; focus on concrete descriptions and explore how these support a rating
- Include more discussion on what skills and behaviors you would see in a typically developing child this age to provide more background for the discussion of this child



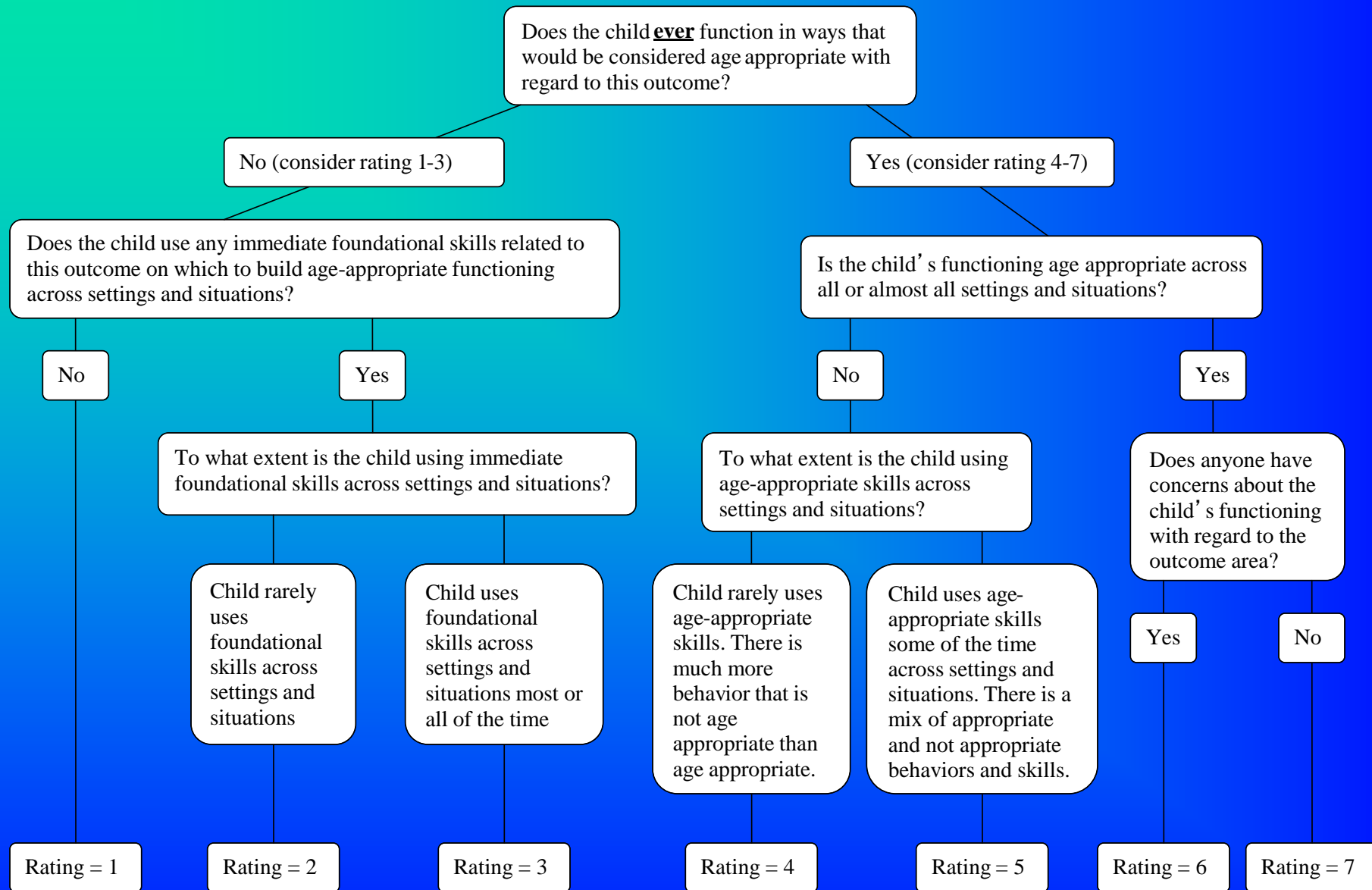


Policy for Handling Disagreements

- Possible options
 - Majority rules
 - Supervisor decides
 - No rating is given
- If unresolvable differences are occurring fairly frequently, revisit how the rating is being decided



Decision Tree for Summary Rating Discussions



Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to
immediate foundational skills

Functioning that shows immediate
foundational skills

Functioning that is age
appropriate

Behavior that is not age appropriate but not like that of a younger child

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to
immediate foundational skills

Functioning that shows immediate
foundational skills

Functioning that is age
appropriate

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Behavior that is not age appropriate but not like that of a younger child

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Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to
immediate foundational skills

Functioning that shows immediate
foundational skills

Functioning that is age
appropriate

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Behavior that is not age appropriate but not like that of a younger child

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to
immediate foundational skills

Functioning that shows immediate
foundational skills

Functioning that is age
appropriate

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Behavior that is not age appropriate but not like that of a younger child

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to
immediate foundational skills

Functioning that shows immediate
foundational skills

Functioning that is age
appropriate

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Behavior that is not age appropriate but not like that of a younger child

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More Practice with the Child Outcomes Summary Form





Instructions to Small Groups

- Present what is known about child with regard to outcome 1
- Examine (and record) the child's functioning with regard to age expectations
 - What is age appropriate? What is not?
 - What should be considered immediate foundational skills?
- Decide on a rating and record it
- Repeat for outcomes 2 and 3
- Note issues, “sticky points,” or questions that arise
- Be prepared to share a case with the large group





Documenting the Rating

- On the form, you will need to document:
 - What evidence led to the selected rating, evidence of
 - Age expected functioning?
 - Immediate foundational skills
 - Skills and behaviors that will lead to immediate foundational skills
 - Who participated in the conversation and the decision
- Documentation provides a record of the rationale for the rating decision





Why is it important to document the rating?

- Evidence can be reviewed to see whether people are using the system properly (i.e., rating similar children in the same ways)
- Documentation helps identify needs for future training and technical assistance
- Documentation may be useful for new team members reviewing the file



Supporting Evidence for Answers to Questions 1a, 2a, 3a

Source of information	Date	Summary of Relevant Results

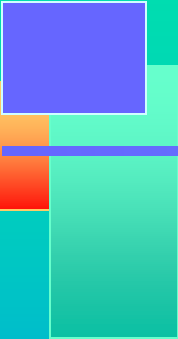




Source: Who or What Contributed Information

- Speech therapist
- Psychologist
- Mother
- Battelle Developmental Inventory
- Carolina Curriculum for Infants and Toddlers with Special Needs





The Progress Questions (1b, 2b, 3b)

- Apply only if a Child Outcomes Summary Form has been completed previously
- Compare the child's current and past behavior
- Has the child shown **any** new skills or behaviors in the outcome area since the last rating? (Yes or No)
- Small steps of progress count!
- Examples...
- Most will select "Yes"





ECO Center Next Steps for Work on Child Outcomes

Additional information, including additional crosswalks, training slides, and materials for parents, will be posted on our website

www.the-eco-center.org

